DOCUMENT RESUME

ED 071 054 CS 000 315

| | |
|---|---|
| TITLE | High Priority Objectives for Reading in Florida Ages 7 and 9. |
| INSTITUTION | Florida State Dept. of Education, Tallahassee. Div of Elementary and Secondary Education. |
| PUB DATE | 72 |
| NOTE | 13p. |
| EDRS PRICE | MF-$0.65 HC-$3.29 |
| DESCRIPTORS | *Behavioral Objectives; Educational Objectives; *Elementary Grades; Reading; *Reading Instruction; Reading Programs; *Reading Skills |
| IDENTIFIERS | *Florida State Department of Education |

ABSTRACT

Florida's 67 school superintendents nominated 112 reading specialists and 236 classroom teachers to select from a comprehensive list of reading objectives those which were relevant for learners in Florida, appropriate for mastery by students seven and nine years of age, and logically consistent with adopted goals. Department of Education specialists made a final selection of highest priority reading objectives from those selected by classroom teachers and reading specialists. The objectives were divided into four groups: (1) skills prerequisite to reading; (2) skills in the mechanics of reading; (3) skills to aid in reading comprehension; and (4) utilization of reading skills. The minimum objectives for reading are listed by age level and in the appropriate group. The easier objectives are listed first, while the more difficult objectives are at the bottom of the list in each group. There is an overlap between the lists for pupils seven years of age and pupils nine years of age. This overlap permits the determination of progress and retention for age seven to age nine. There are 66 objectives listed for age seven and 168 for age nine. (Author/WR)

FILMED FROM BEST AVAILABLE COPY

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

ED 071054

10.5

SG
CS

1971 - 1972

# HIGH PRIORITY OBJECTIVES FOR READING IN FLORIDA

## AGES 7 AND 9

DIVISION OF ELEMENTARY & SECONDARY EDUCATION
SHELLEY S. BOONE • DIRECTOR
FLOYD T. CHRISTIAN • COMMISSIONER

CS 000 315

FLOYD T. CHRISTIAN
COMMISSIONER

# STATE OF FLORIDA
# DEPARTMENT OF EDUCATION

TALLAHASSEE 32304

M E M O R A N D U M

TO : All School Board Members, Superintendents, Instructional Personnel, Parents, and Pupils

FROM : State Commissioner of Education, Floyd T. Christian

Floyd T. Christian

SUBJECT: High Priority Objectives For Reading In Florida (Ages 7 and 9)

We have made significant progress in our plans to assess Florida's public schools. General educational goals and measurable educational objectives for reading which specify desired outcomes for students and staff have been adopted by the State Board of Education and are being presented to the public. Educational objectives for writing, mathematics and other subjects are being prepared for use in the next two years in accordance with the Educational Accountability Act of 1971.

Educational objectives for reading, the first and most basic of subjects, are presented in the following pages. Clarification of these and other objectives is necessary to help promote confidence and understanding of public education.

I am pleased to present them to you.

## INTRODUCTION

State Board of Education adoption of comprehensive educational objectives for Florida by the 1973-74 school year is required by Section 229.053(2)(a), Florida Statutes, and Chapter 71-197, Laws of Florida. Objectives must be consistent with the general Goals of Education in Florida which were adopted by the State Board of Education on April 6, 1971, and should specify desired outcomes for students which can be measured. These educational objectives are consistent with accreditation standards, and will be used as the basis for assessing the skills, knowledge and progress of students and the quality of the public school system.

Objectives for reading are to be established during the 1971-72 school year, for mathematics and writing during the 1972-73 school year, and for other subjects in 1973-74.

## RATIONALE

The Department of Education singled out reading for the first element of the statewide assessment of the public school system because:

1. Communication skills in general, and reading in particular, are the basis for learning new knowledge and progressing in all areas; and

2. A major purpose of the public school system is to assist all students to acquire a working knowledge of reading, writing, speaking and arithmetic during the elementary school years.

## PROCEDURE

Florida's sixty-seven school superintendents nominated 112 reading specialists and 236 classroom teachers to select from a comprehensive list of reading objectives* those which were relevant for learners in Florida, appropriate for mastery by students 7 years of age and 9 years of age, and which were logically consistent with adopted goals. Department of Education specialists made a final selection of "highest priority" reading objectives from those selected by classroom teachers and reading specialists.

*The comprehensive list of reading objectives was originally prepared by the Center for the Study of Evaluation.

The objectives are divided into four groups:

1. Group 1. *Skills Prerequisite to Reading.* All students shall acquire language skills basic to learning to read, including the ability to listen. They shall acquire skills which most students usually have not developed previous to entering school, including visual discrimination of letters and word forms; auditory discrimination of letters and word forms; auditory discrimination of speech sounds within words; association of printed letters with the sounds they represent; and the blending of a number of letter sounds to arrive at the pronunciation of words in one's oral usage vocabulary.

2. Group 2. *Skills in the Mechanics of Reading.* All students shall develop mechanical and comprehension skills simultaneously. Instruction must begin with the most simple skills and end with the most complex. Students shall develop an increasing sight vocabulary and learn to identify unfamiliar words through phonics and use of context clues so that they may read with understanding.

3. Group 3. *Skills to Aid in Reading Comprehension.* All students shall acquire an extensive and accurate vocabulary and learn connotative and denotative meanings of the words, structural analysis, synonyms and heteronyms. They shall develop the ability to recall details, find answers to specific questions, and understand main ideas and sequences of events from selected readings. They shall learn to interpret what they read by recognizing cause and effect and by making inferences. They shall also learn to punctuate and capitalize.

4. Group 4. *Utilization of Reading Skills.* All students shall learn to read for purposes of obtaining information and for pleasure and shall develop different rates of reading for different materials. They shall develop the ability to locate needed reading material, which requires the knowledge of alphabetical order, use of index, table of contents, dictionary, encyclopedia, library card files and skimming. They shall learn to organize what they read by summarizing and outlining.

## HIGHEST PRIORITY OBJECTIVES FOR READING

The minimum objectives for Reading are listed below, in the appropriate group, by age level. For ease in communicating, the objectives are listed in a general order of difficulty within each group; that is, the easier objectives are listed first, while the more difficult objectives are at the bottom of the list in each group. There is an overlap between the lists for pupils 7 years of age and 9 years of age. This overlap permits the determination of progress and retention from age 7 to age 9.

## Reading Objectives for Age 7

**Group 1.** *Skills Prerequisite to Reading*

1. Given an oral direction, the learner will follow it.
2. Given the name of a body part, the learner will locate it on himself, another person, a doll, or a picture.
3. Given a set of items or pictures, the learner will identify those that are identical.
4. The learner will match items to illustrations of them.
5. Given a word or phrase orally, the learner will select from among several pictures the one that represents the word or phrase.
6. The learner will identify numerals.
7. Shown part of an item, or a picture of part of an item, the learner will identify the item.
8. After hearing descriptive words, phrases, or sentences, the learner will select from a series of pictures the event or object that was described.
9. Given two simple sentences which are identical except for one word, the learner will identify the different word.
10. The learner will identify pairs of words that rhyme and pairs of words that do not rhyme.
11. The learner will identify figures that are identical, though one is rotated.
12. The learner will identify right and left body parts.
13. Given orally the function of a familiar object, the learner will identify that object.
14. After listening to a selection, the learner will name its main characters.
15. Given a set of upper- or lower-case letters, the learner will identify the letters that are named.
16. Given an upper- or lower-case letter, the learner will identify its corresponding lower- or upper-case form.
17. After listening to a story, the learner will identify the main events in the proper order.
18. The learner will identify words, pictures, or objects representing similar concepts.
19. After listening to a selection, the learner will identify its main ideas.
20. The learner will identify words written in manuscript that begin with a designated letter.
21. The learner will identify pairs of words beginning with the same consonant sound and those beginning with different consonant sounds.
22. After hearing a story, poem or passage in which an emotion is depicted, the learner will describe the emotion.
23. The learner will identify from among several items those that belong to a given class or set.
24. The learner will identify from among several items those that do not belong to a given class or set.
25. The learner will identify words, pictures, or objects representing opposite concepts.

26. The learner will identify from given words or pictures those having the same beginning consonant sound.
27. Given words or pictures of objects, all but one ending with the same consonant sound, the learner will identify the one having a different final sound.
28. The learner will identify pairs of words ending with the same consonant sound and those ending with different consonant sounds.
29. Given a rhyming couplet with an incomplete last line and a group of words or pictures of objects, the learner will select the words which best complete the rhyme.
30. The learner will identify pairs of words containing the same medial consonant sound and those containing different medial consonant sounds.
31. The learner will identify from given words or pictures of objects those having the same medial consonant sound.
32. The learner will classify several items into groups according to his own or a given rationale.
33. The learner will identify from a set of words those containing a given consonant sound in a specified position.
34. The learner will differentiate between phrases and complete sentences.

Group 2. *Skills in the Mechanics of Reading*

1. The learner will identify vowels in the alphabet or in words.
2. The learner will identify consonants in the alphabet or in words.
3. Given known words or phrases, the learner will locate them in a given reading selection.
4. Given a written consonant and several pictures of objects, the learner will identify the object whose name begins with the given consonant.
5. The learner will identify from a set of written words those beginning with the same single consonant sound as a given word.
6. Given a new written word that is in his listening and speaking vocabulary the learner will identify an illustration or object related to that word.
7. Given a written consonant and several pictures of objects, the learner will identify the object whose name ends with the given consonant.
8. The learner will identify from a set of written words those ending with the same single consonant sound as a given word.
9. The learner will identify the simple words making up a compound word.
10. Given illustrations and sets of descriptive written words, phrases or sentences, the learner will select the word, phrase, or sentence which best describes each illustration.
11. The learner will identify from a set of written words those containing the same single medial consonant sound as a given word.
12. Given a word orally, or a picture of an object, the learner will identify its medial single consonant.
13. Given a written consonant and several pictures of objects, the learner will identify the object whose name contains the given consonant in the medial position.

14. Given an oral word and a written consonant (single, blend, or digraph) from that word, the learner will identify whether the consonant is in the initial, medial, or final position.
15. Given words with similar denotation, the learner will identify the differences in connotation or nuance.
16. The learner will choose from a list of words with similar meanings but with different connotations or nuances the correct word to complete a given sentence.

Group 3. *Skills to Aid in Reading Comprehension*

1. The learner will identify the beginning of each sentence in a given passage.
2. The learner will identify the ending of each sentence in a given passage.
3. After reading a selection, the learner will answer specific questions or find detailed information.
4. Given class members, the learner will identify additional members in the same class.
5. The learner will identify related words or statements.
6. Given a fantasy, the learner will identify events that could not happen in real life.
7. Given a passage in which an emotion is conveyed, the learner will identify the emotion described in the passage.
8. Given class members (words or statements), the learner will identify class concepts.
9. Given class concepts, the learner will identify members belonging to each class.
10. The learner will arrange a scrambled set of words or sentences in logical order.
11. Given an incomplete sentence, the learner will complete it by identifying a word or phrase suitable to the context of the sentence.
12. Given class members, the learner will identify classes to which they belong.
13. The learner will classify data according to an identifiable rationale or system.
14. The learner will answer questions about a given hypothetical situation which require him to infer information not literally or directly stated in the situation as given.

Group 4. *Utilization of Reading Skills*

1. The learner will arrange given words in alphabetical order.
2. The learner will correctly follow written instructions for tasks.

## Reading Objectives for Age 9

Group 1. *Skills Prerequisite to Reading*

1. Given an oral direction, the learner will follow it.
2. Given the name of a body part, the learner will locate it on himself, another person, a doll, or a picture.
3. Given a set of items or pictures, the learner will identify those that are identical.
4. The learner will match items to illustrations of them.
5. Given a word or phrase orally, the learner will select from among several pictures the one that represents the word or phrase.
6. After hearing descriptive words, phrases, or sentences, the learner will select from a series of pictures the event or object that was described.
7. Given the name of a part of the body, the learner will identify its function.
8. The learner will identify right and left body parts.
9. Given complete and incomplete items or pictures, the learner will supply the missing part to make the items or pictures identical.
10. After listening to a selection, the learner will name its main characters.
11. After listening to a story, the learner will identify the main events in the proper order.
12. After listening to a selection, the learner will identify its main ideas.
13. Given orally the function of a familiar object, the learner will identify that object.
14. Given two simple sentences which are identical except for one word, the learner will identify the different word.
15. The learner will identify figures that are identical, though one is rotated.
16. Given a set of upper- or lower-case letters, the learner will identify the letters that are named.
17. Given an upper- or lower-case letter, the learner will identify its corresponding lower- or upper-case form.
18. The learner will identify words written in manuscript that begin with a designated letter.
19. The learner will identify the direction or position of a specified object.
20. The learner will identify from given words or pictures those having the same beginning consonant sound.
21. The learner will identify pairs of words beginning with the same consonant sound and those beginning with different consonant sounds.
22. The learner will identify pairs of words ending with the same consonant sound and those ending with different consonant sounds.
23. The learner will identify pairs of words that rhyme and pairs of words that do not rhyme.
24. Given a set of words, the learner will identify those that rhyme.
25. The learner will identify the letters that immediately follow and precede a given letter in the alphabet.

26. Given a lower- or upper-case letter in cursive, the learner will identify its corresponding upper- or lower-case form.
27. Given a set of upper- or lower-case letters in cursive, the learner will identify the letter that is named.
28. The learner will identify the cursive form of a given manuscript letter or manuscript form of a given cursive letter.
29. The learner will identify words written in cursive that begin with a designated letter.
30. The learner will identify from among several items those that belong to a given class or set.
31. The learner will identify from among several items those that do not belong to a given class or set.
32. The learner will identify words, pictures, or objects representing similar concepts.
33. The learner will identify words, pictures, or objects representing opposite concepts.
34. The learner will classify several items into groups according to his own or a given rationale.
35. The learner will identify pairs of words containing the same medial consonant sound and those containing different medial consonant sounds.
36. Given words or pictures of objects, all but one ending with the same consonant sound, the learner will identify the one having a different final sound.
37. The learner will identify from given words or pictures of objects those having the same medial consonant sound.
38. The learner will identify from a set of words those containing a given consonant sound in a specified position.
39. The learner will identify, from given words or pictures of objects, those having the same vowel sound.
40. Given words or pictures of objects, all but one containing the same vowel sound, the learner will identify the one having a different vowel sound.
41. Given a word orally, the learner will specify the number of syllables it contains.
42. After hearing a story, poem or passage in which an emotion is depicted, the learner will describe the emotion.
43. Shown part of an item, or a picture of part of an item, the learner will identify the item.
44. Given a rhyming couplet with an incomplete last line and a group of words or pictures of objects, the learner will select the words which best complete the rhyme.
45. Given a selection without an ending, the learner will identify an appropriate ending.
46. The learner will differentiate between phrases and complete sentences.
47. Given two simple sentences, the learner will make a compound sentence by adding a coordinator.
48. The learner will change a sentence by substituting two or more of its words with two or more other words of the same grammatical function.
49. The learner will substitute one word for another of the same syntactical function in a given simple sentence.
50. The learner will complete or construct sentences using a given verb form.

51. The learner will construct complete sentences using past, present, and future forms.

Group 2. *Skills in the Mechanics of Reading*

1. The learner will identify consonants in the alphabet or in words.
2. The learner will identify vowels in the alphabet or in words.
3. Given a new written word that is in his listening and speaking vocabulary the learner will identify an illustration or object related to that word.
4. Given a written consonant and several pictures of objects, the lea ner will identify the object whose name begins with the given consonant.
5. The learner will identify from a set of written words those beginning with the same single consonant sound as a given word.
6. Given a written consonant and several pictures of objects, the learner will identify the object whose name ends with the given consonant.
7. The learner will identify from a set of written words those ending with the same single consonant sound as a given word.
8. Given a word orally, or a picture of an object, the learner will identify its medial single consonant.
9. The learner will identify from a set of written words those containing the same single medial consonant sound as a given word.
10. Given a written consonant and several pictures of objects, the learner will identify the object whose name contains the given consonant in the medial position.
11. Given a word orally with a beginning consonant blend, the learner will identify from a list of written words those with the same beginning consonant blend as the given word.
12. Given an oral word containing a short vowel sound, the learner will identify from a list of written words those containing the same short vowel sound as the given word.
13. Given an oral word containing a long vowel sound, the learner will identify from among given written words those containing the same long vowel sound as the given word.
14. From a list of written words, the learner will identify those that have the same short vowel sound.
15. The learner will identify from given written words those containing short vowel sounds.
16. From a list of written words, the learner will identify those that have the same long vowel sound.
17. The learner will identify from words given orally or from pictures of objects those that begin with a given written consonant blend.
18. Given a word orally with a final consonant blend, the learner will identify from a list of written words those with the same final consonant blend as the given word.
19. The learner will identify the simple words making up a compound word.
20. Given known words or phrases, the learner will locate them in a given reading selection.
21. Given a known word, the learner will identify its definition.
22. The learner will identify from given written words those containing long vowel sounds.

23. Given pairs of written words, the learner will identify those containing the same diphthong sound and those containing different diphthong sounds.
24. Given a written consonant digraph and several pictures of objects, the learner will identify the object whose name begins with the given digraph.
25. Given a written consonant digraph and several pictures of objects, the learner will identify the object whose name ends with the given digraph.
26. Given a written consonant digraph and several pictures of objects, the learner will identify the object whose name contains the given digraphs in the medial position.
27. Given an unknown compound word composed of familiar simple words, the learner will identify the meaning of the compound.
28. Given words in random order that may be combined into compound words, the learner will form compound words.
29. Given a sentence containing one word of a compound word, the learner will use the context of the sentence to identify the missing part.
30. Given illustrations and sets of descriptive written words, phrases or sentences, the learner will select the word, phrase, or sentence which best describes each illustration.
31. Given a written word ending with a consonant blend, the learner will substitute other final consonant blends to create new words.
32. Given an oral word and a written consonant (single, blend, or digraph) from that word, the learner will identify whether the consonant is in the initial, medial, or final position.
33. The learner will complete given written words by adding the missing single vowel, vowel digraph, or diphthong.
34. The learner will identify designated types of vowels in given written and oral words.
35. The learner will divide given words into syllables.
36. The learner will identify the primary and secondary accented syllables and the unaccented syllables of given words.
37. Given an unfamiliar word in context, the learner will use context clues to identify the meaning of the word.
38. Given an incomplete sentence, the learner will complete it by identifying a word or phrase suitable to the context of the sentence.
39. Given words with similar denotation, the learner will identify the differences in connotation or nuance.
40. The learner will choose from a list of words with similar meanings but with different connotations or nuances the correct word to complete a given sentence.

Group 3. *Skills to Aid in Reading Comprehension*

1. The learner will identify the beginning of each sentence in a given passage.
2. The learner will identify the ending of each sentence in a given passage.
3. The learner will identify the meaning of punctuation marks and capital letters.

4. After reading a selection, the learner will answer specific questions or find detailed information.
5. The learner will read a selection carefully to find specified information to answer specific questions.
6. Given a written contraction, the learner will identify the two words that form it.
7. The learner will identify the letter(s) that the apostrophe represents in given contractions.
8. Given an abbreviation, the learner will identify the word for which it stands.
9. Given several sentences, the learner will indicate which sentences are opposite in meaning.
10. The learner will identify from a list of events or ideas those contained in a previously read selection.
11. Given a list of items or events from a familiar reading selection, the learner will sequence them in the order of their occurrence in the selection.
12. Given a reading selection, the learner will identify key words, phrases or passages important to the meaning of the selection.
13. After reading a given selection, the learner will identify its main events in proper sequence.
14. The learner will identify the main ideas and major concepts of a selection.
15. The learner will answer from memory questions about the main idea, important facts, and general content of a selection he has read.
16. The learner will paraphrase from memory a selection he has read.
17. The learner will locate in a given reading selection the sentence or paragraph containing its main idea.
18. The learner will identify synonyms in given pairs of words, lists of words, or reading selections.
19. The learner will identify antonyms in given pairs of words, lists of words, or reading selections.
20. Given two or more sentences, each using the same multiple-meaning word in a different context, the learner will identify each different meaning of the word.
21. The learner will identify the root, prefix, or suffix of a given written word.
22. The learner will add a prefix or suffix to a given root word, making appropriate spelling changes in the root when necessary.
23. The learner will identify prefixed or suffixed words that mean the same as given phrases.
24. The learner will identify homonyms in given pairs of words, lists of words, or reading selections.
25. Given a fantasy, the learner will identify events that could not happen in real life.
26. Given sentences, the learner will identify those that are realistic and those that are make believe.
27. Given a passage in which an emotion is conveyed, the learner will identify the emotion described in the passage.
28. Given a passage in which an emotion is conveyed, the learner will identify the words or phrases conveying emotion.
29. The learner will identify related words or statements.

30. The learner will identify specified figures of speech in reading selections.
31. Given an incomplete passage, the learner will select or write a sentence to complete it.
32. The learner will identify correctly and incorrectly used possessives in given phrases or sentences.
33. The learner will identify the feeling or mood conveyed by a given selection.
34. Given a new word and the meaning of its prefix, suffix, and/or root, the learner will identify the meaning of the new word.
35. Given class members, the learner will identify additional members in the same class.
36. Given class members (words or statements), the learner will identify class concepts.
37. Given class concepts, the learner will identify members belonging to each class.
38. Given class members, the learner will identify classes to which they belong.
39. The learner will classify data according to an identifiable rationale or system.
40. Given a passage and a paraphrase of a statement appearing in that passage, the learner will locate the original statement in the passage.
41. The learner will identify examples of literal and non-literal phrases or sentences in given selections.
42. The learner will translate given examples of non-literal language.
43. The learner will arrange a scrambled set of words or sentences in logical order.
44. Given a scrambled set of sentences which make up a paragraph or passage, the learner will arrange them in logical order.
45. The learner will describe how he would feel or what he would do if he were a designated character in a reading selection.
46. Given a statement or passage involving cause and effect, the learner will identify the cause and the effect.
47. The learner will answer questions about a given hypothetical situation which require him to infer information not literally or directly stated in the situation as given.
48. Given a reading selection, the learner will identify the author's purpose.
49. The learner will identify correct and incorrect uses of inflected verb forms in given phrases or sentences.
50. The learner will identify correct and incorrect uses of comparatives and superlatives in given written phrases and sentences.
51. The learner will give his opinion concerning a current event or issue about which he has read.
52. Given a reading selection, the learner will state whether it is relatively biased or unbiased.
53. The learner will identify the missing element in a given analogy.
54. Given a selection containing facts and conclusions drawn from those facts, the learner will explain whether or not the facts warrant the conclusions.
55. The learner will identify in a given article or editorial the author's opinions and one or more reasons or statements on which each opinion is based.